

Month	September	October	November	December	January
Reading Focus	Novels <i>6th Grade: Holes by Louis Sachar</i> <i>Prentice Hall Unit 1</i>	Novels <i>6th Grade: Holes by Louis Sachar</i> <i>Prentice Hall Unit 2</i>	Nonfiction <i>(Stronger emphasis on non-fiction)</i> <i>Prentice Hall Unit 3</i>	Informational Texts and Functional Documents CCLS Tasks: 6 th Grade: Can Animals Think? Tasks: 1, 2, &3. <i>Prentice Hall Unit 3</i>	Poetry CCLS Tasks: 6 th Grade: Can Animals Think? Tasks: 1, 2, &3. <i>Prentice Hall Unit 4</i>
Skills of the Week	Skills of the Week Week 1: Theme in Fiction Central Idea in Nonfiction Week 2: Make Predictions Plot Make Predictions Narrator and Point of View Week 3: Analyze Structural Features Comparing Fiction and Nonfiction Fact and Opinion-Author's Perspective Week 4: Fact and Opinion Tone Make and Support Assertions Comparing Symbolism	Skills of the Week Week 1: Structure and Plot Characterization Week 2: Make Inferences Characterization Make Inferences Conflict Resolution Week 3: Use Text Aids and Features Comparing Character's Motives Draw Conclusions Theme Draw Conclusions Setting Week 4: Analyze Compare and Contrast Organization Comparing Setting and Theme	Skills of the Week Week 1: Point of View and Purpose Development of Ideas/Word Choice and Tone Week 2: Author's Purpose Autobiographical /Expository Week 3: Evaluate Author's Conclusions Comparing Biography and Autobiography Week 4: Author's Purpose-Main Idea of Author's Influences Main Idea Mood Comparing Author's Styles Recognizing Propaganda	Skills of the Week Week 1: Point of View and Purpose Development of Ideas/Word Choice and Tone Week 2: Author's Purpose Autobiographical /Expository Week 3: Evaluate Author's Conclusions Comparing Biography and Autobiography Week 4: Author's Purpose-Main Idea of Author's Influences Main Idea Mood Comparing Author's Styles Recognizing Propaganda	Skills of the Week Week 1: Figurative and Connotative Language Poetic Structure Week 2: Context Clues Rhythm and Rhyme Week 3: Context Clues/Figurative Language Week 4: Comparing Imagery Paraphrasing /Forms of Poetry Paraphrasing/Sound Devices Comparing Sensory Language Follow Multiple-Step Instructions
Genre of the Month	Fiction and Nonfiction	Short Story	Nonfiction	Nonfiction	Poetry
Theme	IDENTITY/TRUTH	IDENTITY/CONFLICT	AWARENESS	AWARENESS	COMMUNICATION
Prentice Hall Literature	PH Unit 1: Fiction and Non-Fiction Pulled from In-house classroom novel libraries	PH Unit 2: Short Stories Pulled from In-house classroom novel libraries	PH Unit 3: Non-Fiction Pulled from In-house classroom novel libraries	PH Unit 3: Non-Fiction Pulled from In-house classroom novel libraries	PH Unit 4: Poetry Pulled from In-house classroom novel libraries
Reading Resources	Prentice Hall Literature 25 Book Goal, Class sets of various novels depending on level, interests, and availability, Common Core library and Text Exemplars, PHLitonline.com, possible titles include:	Class sets of various novels depending on level, interests, and availability, Common Core library and Text Exemplars, PHLitonline.com, possible titles include:	PH Literature, fiction and non-fiction from Springboard, Common Core library and Text Exemplars, The World Anthology, Reading and Writing Sourcebook, Peoples Common Core, PHLitonline.com, etc	PH Literature, periodicals, persuasive texts, Springboard, Peoples Common Core, anthologies, informational text classroom library titles, newspaper and magazine articles, collected functional documents (recipes, procedural	PH Literature, anthologies, short story collections (Gary Soto, Walter Dean Meyers) copies as needed, Common Core Library and Text Exemplars, Peoples Common Core, The World Anthology, play scripts/scenes, PHLitonline.com, etc

Suggested Revisions and Additions: 10/2/2012 (Highlighted in yellow/green)

Created by: Lisa Ann Hermann, AP; Dr. Gladys Evans, Gr 7 ELA teacher; Sharon Mahabir, CFN 211 Coach

<div>6th Grade: <u>Holes</u>: by Louis Sachar</div> <div>Grade 6 Unit 1: Big Question/Essential Question: How Do We Decide What Is True?</div> <div><ul style="list-style-type: none">(Fiction/short story) “The Homecoming by Laurence Yep (Students Complete Task 1 or 2)Teacher picks from leveled selections in Unit 1:(Fiction) from Roll of Thunder, Hear My Cry by Mildred Taylor p. 9 (Challenging)(Fiction) Greyling by Jane Yolen p. 11(Nonfiction) from Letter on Thomas Jefferson by John Adams p. 17 (Challenging)(Nonfiction) My Heart is in the Highlands by Jane Yolen p. 18(Fiction/Short Story) Stray by Cynthia Rylant p. 24 (Accessible)(Fiction/Short Story) The Homecoming by Laurence Yep p. 32 (Challenging)(Autobiography) The Drive-In Movies by Gary Soto p. 46 (Accessible) Informational Text (Link with Literature in Context) p. 48(Autobiography) The Market-Square Dog by James Herriot p. 54 (Challenging)(Folk Tale) Why Monkeys Live In Trees by Julius Lester p. 74 and (Scientific Article) The Case of the Monkeys that Fell from the Trees by Susan Quinlan p. 78 Link these stories with Literature in Context-(Informational Text) Living Layers p. 82(Biography) My Papa, Mark Twain by Susy Clemens p. 96 (Accessible) Link this with Literature in Context-(Informational Text) Twain Makes his Mark p. 99(Speech) Stage Fright by Mark Twain p. 104 (Challenging)(Essay) Names/Nombres by Julia Alvarez p. 114 (Accessible)</div>	<div>6th Grade: <u>Holes</u>: by Louis Sachar</div> <div>Grade 6 Unit 2: Big Question/Essential Question: Is Conflict Always Bad?</div> <div><ul style="list-style-type: none">(Short Story) “The Circuit” by Francisco Jimenez Literature in Context: Agricultural SeasonsTeacher picks from leveled selections in Unit 2(Short Story) The Old Grandfather and His Little Grandson by Leo Tolstoy p. 183(Short Story) The Wounded Wolf by Jean Craighead George p. 184(Short Story) The Tail by Joyce Hansen p. 192 and (Informational Text) Pet Precautions (Literature in Context) p. 198(Short Story) Dragon, Dragon by John Gardner p. 206 and (Informational Text) Traditional Dragon Stories (Literature in Context) p. 213(Short Story) Zaleth the Goat by Isaac Bashevis Singer p. 222(Short Story) The Old Woman Who Lived With The Wolves by Chief Luther Standing Bear p. 234 and (Informational Text) Home on the Range (Literature in Context) p. 240(Expository) The Seven Wonders of the World by Infoplease p. 245(Expository) Art, Architecture, and Learning in Egypt by Prentice Hall: Ancient Civilizations p. 247(Short Story) Becky and the Wheels-and-Brake Boys by James Berry p. 252(Short Story) The Southpaw by Judith Viorst p. 260(Short Story) The Circuit by Francisco Jimenez p. 274 and (Informational Text) Agricultural Seasons (Literature in Context) p. 278(Short Story) The All-American Slurp by Lensey Namioka p. 286(Short Story) The King of Mazy May by Jack London p. 304 and (Informational</div>	<div>Grade 6 Unit 3: Big Question/Essential Question: What Is Important To Know?</div> <div><ul style="list-style-type: none">(Nonfiction) from “Zlata’s Diary” by Zlata FilipovicTeacher picks from leveled selections in Unit 3(Nonfiction) from This Land Was Made for you and Me by Elizabeth Partridge p. 383(Nonfiction-Narrative Essay) from Zlata’s Diary by Zlata Filipovic p. 384(Autobiographical Narrative) Water by Helen Keller p. 398(Autobiographical Narrative) Hard as Nails by Russell Baker p. 406 and (Informational Text) Journalism (Literature in Context) p. 412(Expository Essay) Jackie Robinson: Justice at Last by Geoffrey C. Ward and Ken Burns p. 422(Expository Essay) The Shutout by Patricia C. McKissack and Frederick McKissack, Jr. p. 428(Nonfiction-Argument) Preserving a Great American Symbol by Richard Durbin p. 439(Nonfiction-Argument) Jake Wood Baseball League is the Start of Something Special p. 441(Autobiography) from Something to Declare by Julia Alvarez p. 446(Biography) A Backwoods Boy by Russell Freedman p. 448 and (Informational Text) Making History (Literature in Context) p. 455(Nonfiction-Narrative Essay) Turkeys by Bailey White p. 472 and (Informational Text) Leaving the Nest (Literature in Context) p. 474(Nonfiction-Reflective Essay) Langston Terrace by Eloise Greenfield p. 480 and (Informational Text) The Man Langston Terrace Honors (Literature in Context) p. 481(Nonfiction-Narrative Essay) La Lena Buena by John Phillip Santos p. 492(Nonfiction-Reflective Essay) from the</div>	<div>manuals, charts/graphs), atlases, applications, contracts, signs, “how-to’s”, Common Core library and Text Exemplars, PHLitonline.com, etc.</div> <div>CCLS Tasks: 6th Grade: Can Animals Think? ITasks 1, 2, &3).</div> <div>Grade 6 Unit 3: Big Question/Essential Question: What Is Important To Know?</div> <div><ul style="list-style-type: none">(Nonfiction) from “Zlata’s Diary” by Zlata FilipovicTeacher chooses selection(s)(Nonfiction) from This Land Was Made for you and Me by Elizabeth Partridge p. 383(Nonfiction-Narrative Essay) from Zlata’s Diary by Zlata Filipovic p. 384(Autobiographical Narrative) Water by Helen Keller p. 398(Autobiographical Narrative) Hard as Nails by Russell Baker p. 406 and (Informational Text) Journalism (Literature in Context) p. 412(Expository Essay) Jackie Robinson: Justice at Last by Geoffrey C. Ward and Ken Burns p. 422(Expository Essay) The Shutout by Patricia C. McKissack and Frederick McKissack, Jr. p. 428(Nonfiction-Argument) Preserving a Great American Symbol by Richard Durbin p. 439(Nonfiction-Argument) Jake Wood Baseball League is the Start of Something Special p. 441(Autobiography) from Something to Declare by Julia Alvarez p. 446(Biography) A Backwoods Boy by Russell Freedman p. 448 and (Informational Text) Making History (Literature in Context) p. 455(Nonfiction-Narrative Essay) Turkeys by Bailey White p. 472 and (Informational Text) Leaving the Nest (Literature in</div>	<div>CCLS Tasks: 6th Grade: Can Animals Think? ITasks 1, 2, &3).</div> <div>Poetry Tasks: Exemplar According to the CCLS: 6th Grade: “Paul Revere’s Ride” by Henry Wadsworth Longfellow (Tasks 1, 2, & 3).</div> <div>Grade 6 Unit 4: Big Question/Essential Question: Do We Need Words To Communicate?</div> <div><ul style="list-style-type: none">Teacher chooses selection(s)(Poem) Twelfth Song of Thunder by Navajo p. 555(Poem) Oranges by Gary Soto p. 556(Poem-Rhythm and Rhyme) Adventures of Isabel by Ogden Nash p. 564(Poem-Rhythm and Rhyme) Wilbur Wright and Orville Wright by Rosemary and Stephen Vincent Benet p. 566(Poem-Rhythm and Rhyme) Ankylosaurus by Jack Prelutsky p. 568(Poem-Rhythm and Rhyme) A Dream within a Dream by Edgar Allan Poe p. 573(Poem –Rhythm and Rhyme) Life Doesn’t Frighten Me by Maya Angelou p. 574(Poem-Rhythm and Rhyme) The Walrus and the Carpenter by Lewis Carroll p. 576(Poem-Figurative Language) Simile: Willow and Ginkgo p. 588(Poem-Figurative Language) April Rain Song by Langston Hughes p. 589(Poem-Figurative Language) Fame is a Bee by Emily Dickinson p. 590(Poem-Figurative Language) Abuelito Who by Sandra Cisneros p. 594(Poem-Figurative Language) The World Is Not A Pleasant Place To Be by Nikki Giovanni p. 595(Poem-Figurative Language) Child on Top of a Greenhouse by Theodore Roethke p. 596(Functional Text) Origami: Apatosaurus</div>
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Created by: Lisa Ann Hermann, AP; Dr. Gladys Evans, Gr 7 ELA teacher; Sharon Mahabir, CFN 211 Coach

	<ul style="list-style-type: none">(Essay) The Lady and the Spider by Robert Fulghum p. 124 (Challenging)(Functional Text) The Caribbean p. 135(Expository Text) Florida Keys Brochure p. 137(Fiction) The Sound of Summer Running by Ray Bradbury p. 142(Short Story) Eleven by Sandra Cisneros p. 149	<p>Text) “Cold” Rush (Literature in Context) p. 309</p> <ul style="list-style-type: none">(Short Story) Aaron’s Gift by Myron Levoy p. 318 and (Informational Text) Cossacks (Literature in Context) p. 323(Expository) Race to the End of the Earth by William G. Scheller p. 335(Functional Text) Gold Rush: The Journey by Land p. 339(Short Story) The Fun They Had by Isaac Asimov p. 344(Short Story) Feathered Friend by Arthur C. Clarke p. 348	<p>Pigman & Me by Paul Zindel p. 498</p> <ul style="list-style-type: none">(Advertisement) Ball-Band Shoes p. 513(Advertisement) Neolite Soles p. 514(Historical Fiction) Letter from a Concentration Camp by Yoshiko Uchida p. 518(Letter) Letter to Scottie by F. Scott Fitzgerald p. 522	<p>Context) p. 474</p> <ul style="list-style-type: none">(Nonfiction-Reflective Essay) Langston Terrace by Eloise Greenfield p. 480 and (Informational Text) The Man Langston Terrace Honors (Literature in Context) p. 481(Nonfiction-Narrative Essay) La Lena Buena by John Phillip Santos p. 492(Nonfiction-Reflective Essay) from the Pigman & Me by Paul Zindel p. 498(Advertisement) Ball-Band Shoes p. 513(Advertisement) Neolite Soles p. 514(Historical Fiction) Letter from a Concentration Camp by Yoshiko Uchida p. 518(Letter) Letter to Scottie by F. Scott Fitzgerald p. 522	<p>by Rachel Katz p. 603</p> <ul style="list-style-type: none">(Functional Text) World of Escher Tessellation Contest p. 605(Imagery) who knows if the moon’s by E. E. Cummings p. 610(Imagery) Dust of Snow by Robert Frost p. 612(Haiku) Haiku by Matsuo Basho p. 624(Concrete Poem) The Sidewalk Racer by Lillian Morrison p. 625(Limerick) Limerick by Anonymous p. 626(Haiku) Haiku by Muso Soseki p. 630(Concrete Poem) Concrete Cat by Dorthi Charles p. 631(Limerick) Limerick by Anonymous p. 632(Sound Devices) No Thank You by Shel Silverstein p. 640(Sound Devices) Parade by Rachel Field p. 643(Sound Devices) Wind and water and stone by Octavio Paz p. 644(Sound Devices) The Fairies’ Lullaby by William Shakespeare p. 648(Sound Devices) Saying Yes by Diana Chang p. 649(Sound Devices) Cynthia in the Snow by Gwendolyn Brooks p. 650(Functional Text) Library Card Information by Sara Hightower Regional Library System p. 657(Functional Text) Library Card Application by Sara Hightower Regional Library System p. 658(Sensory Language) Childhood and Poetry by Pablo Neruda p. 662(Sensory Language) Alphabet by Naomi Shihab Nye p. 667
Essential Questions	6 th Grade Unit 1: How Do We Decide What Is True?	6 th Grade Unit 2: Is Conflict Always Bad?	6 th Grade Unit 3: What Is Important To Know?	6 th Grade Unit 3: What Is Important To Know?	6 th Grade Unit 4: Do We Need Words To Communicate Well?
Writing Focus and Assessment/s	Cornell Note taking 6 th Grade Prentice Hall Unit 1:	Cornell Note taking 6 th Grade Prentice Hall Unit 2:	Cornell Note taking 6 th Grade Prentice Hall Unit 3:	Cornell Note taking 6 th Grade Prentice Hall Unit 3:	Cornell Note taking 6 th Grade Prentice Hall Unit 4:

<div>Grade 6</div> <div>*Vocabulary exams given according to teacher’s discretion...as students progress through the Units</div>	<div>Writing Workshop: Description: Descriptive Essay (p.86).</div> <div>Writing Workshop: Narration: Autobiographical Narrative (p. 154).</div> <div>Unit 1: Informational Texts-p.134-135. The Caribbean (Atlas Entry). The Channel Islands-The Florida Keys (Travel Brochure).</div> <div>Timed Writing: Make Assertions in a Description. Task: Describe what it might be like to vacation on a typical Caribbean island. In your description, make assertions about what people might experience there. Support your ideas by citing the facts provided in the atlas entry and the travel brochure.</div> <div>Unit 1: Assessment Workshop: Fiction and Nonfiction Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 166-171.</div> <div>Conventions of Grammar Unit 1:<ul style="list-style-type: none">Common and Proper Nouns,Singular and Plural Nouns,Revising for errors with Possessive Nouns,Pronouns (Personal and Possessive), Pronouns (interrogative and indefinite),Revising for Pronoun-Antecedent Agreement</div>	<div>Writing Workshop: Response to Literature: Review (p.264)</div> <div>Writing Workshop: Narration: Short Story (p.354).</div> <div>Unit 2: Informational Texts-p.334-p.340. Race to the End of the Earth. (Compare and Contrast Article). Gold Rush: The Journey by Land. (Annotated Map).</div> <div>Timed Writing: Write an Essay. Task: Write an essay that describes the journeys of two teams of explorers in “Race to the End of the Earth.” Compare the journey of the Norwegian team with the journey of the British team. Support your statements with evidence from the article and annotated map.</div> <div>Unit 2: Assessment Workshop: Short Stories Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 366-371.</div> <div>Conventions of Grammar Unit 2:<ul style="list-style-type: none">Verbs, Principal Parts of Verbs,Correcting Errors With Verbs,Simple Verb Tenses,Perfect Tenses of Verbs,Revising to Maintain Verb Tense</div>	<div>Writing Workshop: Exposition: How-to-Essay (p.462).</div> <div>Writing Workshop: Exposition: Persuasive Essay (p.526).</div> <div>Unit 3: Informational Texts-p.513-p.514. Ball-Band Shoes. (Advertisement). Neolite Soles. (Advertisement).</div> <div>Timed Writing: Write an Advertisement. Task: Write a 30-second radio advertisement for a fictional brand of shoes that will compete with Ball-Band shoes. Appeal to the same audience as the Ball-Band ad. Include the name of your product and describe its positive features. Use at least two propaganda techniques in your advertisement. Be sure to follow the directions.</div> <div>Unit 3: Assessment Workshop: Types of Nonfiction Cumulative Review: Reading Literature/Informational Text/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 538-543.</div> <div>Conventions of Grammar Unit 3:<ul style="list-style-type: none">Adjectives and Articles,Comparisons with Adjectives,Revising for Correct Use of Troublesome ModifiersAdverbs, Conjunctions and Interjections,Combining Sentences,</div>	<div>Writing Workshop: Exposition: How-to-Essay (p.462).</div> <div>Writing Workshop: Exposition: Persuasive Essay (p.526).</div> <div>Unit 3: Informational Texts-p.513-p.514. Ball-Band Shoes. (Advertisement). Neolite Soles. (Advertisement).</div> <div>Timed Writing: Write an Advertisement. Task: Write a 30-second radio advertisement for a fictional brand of shoes that will compete with Ball-Band shoes. Appeal to the same audience as the Ball-Band ad. Include the name of your product and describe its positive features. Use at least two propaganda techniques in your advertisement. Be sure to follow the directions.</div> <div>Unit 3: Assessment Workshop: Types of Nonfiction Cumulative Review: Reading Literature/Informational Text/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 538-543.</div> <div>Conventions of Grammar Unit 3:<ul style="list-style-type: none">Adjectives and Articles,Comparisons with Adjectives,Revising for Correct Use of Troublesome ModifiersAdverbs, Conjunctions and Interjections,Combining Sentences,</div>	<div>Writing Workshop: Argument: Problem-and-Solution Essay (p.614).</div> <div>Writing Workshop: Informative Text: Comparison-and-Contrast Essay (p.668).</div> <div>Poetry Tasks: Exemplar According to the CCLS: 6th Grade: “Paul Revere’s Ride” by Henry Wadsworth Longfellow (Tasks 1, 2, & 3).</div> <div>Unit 4: Informational Texts-p.656-p.659. Sara Hightower Regional Library System. (Policies Document). Sara Hightower Regional Library Card Application. (Application).</div> <div>Timed Writing: Write a How-to Guide. Task: Based on the texts you have read, write a how-to guide explaining the process and requirements for getting and using a library card. Integrate the information in both texts to present a comprehensive explanation of the topic.</div> <div>Unit 4: Assessment Workshop: Poetry Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 680-685.</div> <div>Conventions of Grammar Unit 4:<ul style="list-style-type: none">Simple and Compound</div>
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			<ul style="list-style-type: none">Using Coordinating Conjunctions	<ul style="list-style-type: none">Using Coordinating Conjunctions	<ul style="list-style-type: none">Subjects, Sentence Types,Revising for strong, functional sentences,Subject Complements,Predicate nouns and predicate adjectives,Revising choppy sentences
CCLS Alignment (Skills and Content)	R – W – S.L – 1a-c Lang – 6	R – W – S.L – 1a-c Lang – 6	RL – 1, 2, 3, 6, 10 RI – 1, 2, 3, 5, 6, 10 W – 2a-e, 3a-e, 5, 7, 9a-b, 10 S.L – 1a-c Lang – 6	RL– 3, 10 RI – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W – 1a-b, 2a-e, 3d, 4, 5, 8, 9b S.L – 1a-c Lang – 6	RL– 1, 2, 3, 4, 6, 10 RI – 1, 4, 5, 9, 10 W – 1a-e, 2a, 2d-f, 3a-e, 5, 7, 9a S.L – 1a-c Lang – 6
Notes:	Recommendation to weave non-fiction throughout each month	“	“	“	“

Month	February	March	April	May	June
Reading Focus	Poetry	Revisiting Fiction and Non-Fiction, Informational Texts and Functional Documents and Test Prep Novels	Revisiting Fiction and Non-Fiction, Informational Texts and Functional Documents and Test Prep Novels	Drama	Themes in the Oral Tradition
	CCLS Tasks: 6th Grade: Can Animals Think? Tasks: 1, 2, &3.	6th Grade: Island of the Blue Dolphin by Scott O’Dell Prentice Hall Units 1, 2, 3, & 4 Review	6th Grade: Island of the Blue Dolphin by Scott O’Dell Prentice Hall Units 1, 2, 3, & 4 Review	6TH Grade: Woman Hollering Creek & other stories by Sandra Cisneros Prentice Hall Unit 5	6th Grade: The Cay by Theodore Taylor Prentice Hall Unit 6
Skills of the Week	Poetry Tasks: Exemplar According to the CCLS: 6th Grade: “Paul Revere’s Ride” by Henry Wadsworth Longfellow Prentice Hall Unit 4	Poetry Tasks: Exemplar According to the CCLS: 6th Grade: “Paul Revere’s Ride” by Henry Wadsworth Longfellow Tasks 1, 2, & 3.		Skills of the Week Week 1: Dramatic Structure Conflict Character Week 2: Summary Dialogue in Drama Week 3: Compare and Contrast Stage Directions Evaluate Evidence Week 4: Comparing Author’s Purpose Across Genres	Skills of the Week Week 1: Theme Structure and Theme Week 2: Cause and Effect Fables and Folk Tales /Myths Create Outlines Week 3: Comparing Elements of Fantasy Purpose for Reading/Personification Setting a Purpose/Universal Theme Week 4: Connect and Clarify Main Ideas Comparing Foreshadowing and Flashback
Genre of the	Skills of the Week Week 1: Figurative and Connotative Language Poetic Structure Week 2: Context Clues Rhythm and Rhyme Week 3: Context Clues/Figurative Language Week 4: Comparing Imagery Paraphrasing /Forms of Poetry	Skills of the Week Week 1: Review All skills accordingly from Units 1-4 Week 2: Review All skills accordingly from Units 1-4 Week 3: Review All skills accordingly from Units 1-4 Week 4: Review All skills accordingly from Units 1-4.	Skills of the Week Week 1: Review All skills accordingly from Units 1-4 Week 2: Review All skills accordingly from Units 1-4 Week 3: Review All skills accordingly from Units 1-4 Week 4: Review All skills accordingly from Units 1-4.		

Month	Paraphrasing/Sound Devices Comparing Sensory Language Follow Multiple-Step Instructions				
	Poetry	Fiction, Nonfiction, Short Story, Poetry, etc.	Fiction, Nonfiction, Short Story, Poetry, etc.	Drama, Screenplays, Script Writing	Folk Tale, Fiction, Short Story
Theme	COMMUNICATION	COMMUNICATION, TRUTH & AWARENESS	COMMUNICATION, TRUTH & AWARENESS	IMAGE	HUMAN BEHAVIOR
Prentice Hall Literature	PH Unit 4: Poetry	Review: PH Units 1, 2, 3, & 4	Review: PH Units 1, 2, 3, & 4	PH Unit 5: Drama	PH Unit 6: Oral Tradition
Reading Resources	<p>PH Literature, Anthologies, The World Anthology, Springboard, Peoples Common Core, Common Core library and Text Exemplars, PHLitonline.com, etc.</p> <p>Poetry Tasks: Exemplar According to the CCLS: 6th Grade: “Paul Revere’s Ride” by Henry Wadsworth Longfellow</p> <p>Grade 6 Unit 4: Big Question/Essential Question: Do We Need Words To Communicate?</p> <ul style="list-style-type: none"> Teacher chooses selection(s) (Poem) Twelfth Song of Thunder by Navajo p. 555 (Poem) Oranges by Gary Soto p. 556 (Poem-Rhythm and Rhyme) Adventures of Isabel by Ogden Nash p. 564 (Poem-Rhythm and Rhyme) Wilbur Wright and Orville Wright by Rosemary and Stephen Vincent 	<p>PH Literature, fiction and non-fiction from Springboard, Common Core library and Text Exemplars, The World Anthology, Reading and Writing Sourcebook, Peoples Common Core, periodicals, persuasive texts, anthologies, informational text classroom library titles, newspaper and magazine articles, collected functional documents (recipes, procedural manuals, charts/graphs), short story collections, PHLitonline.com, etc</p> <p>6th Grade: <u>Island of the Blue Dolphin by Scott O’Dell</u></p> <p>Grade 6 Unit Reviews: Big Question/Essential Question: Review Units 1-4 in conjunction with Test Prep materials.</p> <ul style="list-style-type: none"> Teacher chooses selection(s) <p>Teacher will implement Test Prep materials within the daily curriculum scope-and-sequence.</p>	<p>PH Literature, fiction and non-fiction from Springboard, Common Core library and Text Exemplars, The World Anthology, Reading and Writing Sourcebook, Peoples Common Core, periodicals, persuasive texts, anthologies, informational text classroom library titles, newspaper and magazine articles, collected functional documents (recipes, procedural manuals, charts/graphs), short story collections, PHLitonline.com, Kaplan Prep, etc.</p> <p>6th Grade: <u>Island of the Blue Dolphin by Scott O’Dell</u></p> <p>Grade 6 Unit Reviews: Big Question/Essential Question: Review Units 1-4 in conjunction with Test Prep materials.</p> <ul style="list-style-type: none"> Teacher chooses selection(s) <p>Teacher will implement Test Prep materials within the daily curriculum scope-and-sequence.</p>	<p>PH Literature, The World Anthology, Common Core Library and Text Exemplars, In-school Poetry Collections/libraries of scripts, plays, skits, movies, videos, PHLitonline.com, etc</p> <p>6TH Grade: <u>Woman Hollering Creek & other stories by Sandra Cisneros</u></p> <p>Grade 6 Unit 5: Big Question/Essential Question: How do we decide who we are?</p> <ul style="list-style-type: none"> Teacher chooses selection(s) (Drama) from Brighton Beach Memoirs by Neil Simon p. 697 (Drama) Gluskabe and Old Man Winter by Joseph Bruchac p. 698 Gentleman of Rio en Medio by Juan Sedillo p. 59 (Drama) The Phantom Tollbooth, Act I by Susan Nanus p. 708 (Informational Text) Turnpike Tollbooth (Literature in Context) p. 710 (Informational Text) Measuring Time (Literature in Context) p. 715 (Drama) The Phantom Tollbooth, Act II by Susan Nanus p. 748 (Informational Text) Plumb Line 	<p>PH Literature, speeches, debates, plays, oratories, music, videos, movies, presentations, plays, skits, Greek tragedies, lyrics/music/song, PHLitonline.com, etc</p> <p>6th Grade: <u>The Cay by Theodore Taylor</u></p> <p>Grade 6 Unit 6: Big Question/Essential Question: How much do our communities shape us?</p> <ul style="list-style-type: none"> Teacher chooses selection(s) (Fiction) from Black Ships Before Troy by Rosemary Sutcliff p. 829 (Fiction) Black Cowboy, wild Horses by Julius Lester p. 832 (Fable) The Tiger Who Would Be King by James Thurber p. 842 and (Informational Text) Allusions (Literature in Context) p. 843 (Russian Folk Tale) The Ant and the Dove by Leo Tolstoy p. 844 (Fable) The Lion and the Bulls by Aesop (Vietnamese Folk Tale) A Crippled Boy by My-Van Tran p. 850 (Greek Myth) Arachne by Olivia E. Coolidge p. 860 and (Informational Text) Athene (Literature in Context) p. 863 (Myth) Prologue from The Whale Rider by Witi Ihimaera p. 868

	<div>Benet p. 566</div> <ul style="list-style-type: none">• (Poem-Rhythm and Rhyme) Ankylosaurus by Jack Prelutsky p. 568• (Poem-Rhythm and Rhyme) A Dream within a Dream by Edgar Allan Poe p. 573• (Poem –Rhythm and Rhyme) Life Doesn’t Frighten Me by Maya Angelou p. 574• (Poem-Rhythm and Rhyme) The Walrus and the Carpenter by Lewis Carroll p. 576• (Poem-Figurative Language) Simile: Willow and Ginkgo p. 588• (Poem-Figurative Language) April Rain Song by Langston Hughes p. 589• (Poem-Figurative Language) Fame is a Bee by Emily Dickinson p. 590• (Poem-Figurative Language) Abuelito Who by Sandra Cisneros p. 594• (Poem-Figurative Language) The World Is Not A Pleasant Place To Be by Nikki Giovanni p. 595• (Poem-Figurative Language) Child on Top of a Greenhouse by Theodore Roethke p. 596• (Functional Text) Origami: Apatosaurus by Rachel Katz p. 603• (Functional Text) World of Escher Tessellation Contest p. 605• (Imagery) who knows if the moon’s by E. E. Cummings p. 610• (Imagery) Dust of Snow by Robert Frost p. 612• (Haiku) Haiku by Matsuo Basho p. 624• (Concrete Poem) The Sidewalk Racer by Lillian Morrison p. 625• (Limerick) Limerick by Anonymous p. 626• (Haiku) Haiku by Muso Soseki p. 630• (Concrete Poem) Concrete Cat by Dorthi Charles p. 631• (Limerick) Limerick by Anonymous p. 632			<div>(Literature in Context) p. 760</div> <ul style="list-style-type: none">• (Expository Text) NASA Finally Goes Metric by SPACE Staff p. 783• (Argumentative Text) Metric Metric: It’s so nice, we’ll say it twice! By Metric Metric p. 785• (Drama) from You’re a Good Man, Charlie Brown by Clark Gesner p. 790• (Review) Happiness Is a Charming Charlie Brown at Orlando Rep by Matthew MacDermid p. 796	<ul style="list-style-type: none">• (Expository Text) Satellites and Sea Lions by NASA p. 879• (Expository Text) California Sea Lions p. 881• (Short Story) Mowgli’s Brothers by Rudyard Kipling p. 886• (Fiction) from James and the Giant Peach by Roald Dahl p. 896• (Folk Tale) Why the Tortoise’s Shell Is Not Smooth by Chinua Achebe p. 916• (Folk Tale) He Lion, Bruh Bear, and Bruh Rabbit by Virginia Hamilton p. 924• (Puerto Rican Folk Tale) The Three Wishes by Ricardo E. Alegria p. 936• (Folk Tale) The Stone by Lloyd Alexander p. 942 and (Informational Text) Rocks and Roles (Literature in Context) p. 950• (Expository Text) How to Read a Road Map by Britannica Student Encyclopedia p. 959• (Functional Text) Downtown Atlanta by DK Eyewitness Travel Guide p. 960• (Short Story) Lob’s Girl by Joan Aiken p. 964• (Short Story) Jeremiah’s Song by Walter Dean Myers p. 978 and (Informational Text) What is the Delta Blues (Literature in Context) p. 980
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	<ul style="list-style-type: none">(Sound Devices) No Thank You by Shel Silverstein p. 640(Sound Devices) Parade by Rachel Field p. 643(Sound Devices) Wind and water and stone by Octavio Paz p. 644(Sound Devices) The Fairies’ Lullaby by William Shakespeare p. 648(Sound Devices) Saying Yes by Diana Chang p. 649(Sound Devices) Cynthia in the Snow by Gwendolyn Brooks p. 650(Functional Text) Library Card Information by Sara Hightower Regional Library System p. 657(Functional Text) Library Card Application by Sara Hightower Regional Library System p. 658(Sensory Language) Childhood and Poetry by Pablo Neruda p. 662(Sensory Language) Alphabet by Naomi Shihab Nye p. 667				
Essential Questions	6 th Grade Unit 4: Do We Need Words To Communicate Well?	Review of PH Units 1-4 TEST PREP	Review of PH Units 1-4 TEST PREP	6 th Grade Unit 5: How do we decide who we are?	6 th Grade Unit 6: How much do our communities shape us?
Writing Focus and Assessment/s	<p>Cornell Note taking</p> <p>Writing Workshop: Argument: Problem-and-Solution Essay (p.614).</p> <p>Writing Workshop: Informative Text: Comparison-and-Contrast Essay (p.668).</p> <p>Poetry Tasks: Exemplar According to the CCLS: 6th Grade: “Paul Revere’s Ride” by Henry Wadsworth Longfellow (Tasks 1, 2, & 3).</p>	<p>Cornell Note taking</p> <p>Response to Literature</p> <p>Response to Literature</p> <p>Response to Literature</p> <p>Response to Literature</p>	<p>Cornell Note taking</p> <p>Response to Literature</p> <p>Response to Literature</p> <p>Response to Literature</p> <p>Response to Literature</p>	<p>Cornell Note taking</p> <p>Writing Workshop: Argument Letter (p. 738).</p> <p>Writing Workshop: Explanatory Text: Cause-and-Effect Essay (p. 982).</p> <p>Unit 5: Analyzing Expository Text and argument-p.782-787 NASA Finally Goes Metric. (Online News Article). Metric Metric. (Persuasive Article).</p> <p>Timed Writing: Argument Evaluation</p>	<p>Cornell Note taking</p> <p>Writing Workshop: Multimedia Report (p. 1084).</p> <p>Writing Workshop: Cause and Effect Essay (p. 1156).</p> <p>Unit 6: Analyzing Expository Texts-p.878-p.883. Satellites and Sea Lions. (News Releases). California Sea Lions (Encyclopedia Entry).</p> <p>Timed Writing: Explanatory Text:</p>

	<p>Unit 4: Informational Texts-p.656-p.659. Sara Hightower Regional Library System. (Policies Document). Sara Hightower Regional Library Card Application. (Application).</p> <p>Timed Writing: Write a How-to Guide. Task: Based on the texts you have read, write a how-to guide explaining the process and requirements for getting and using a library card. Integrate the information in both texts to present a comprehensive explanation of the topic.</p> <p>Unit 4: Assessment Workshop: Poetry Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 680-685.</p> <p>Conventions of Grammar Unit 4:</p> <ul style="list-style-type: none">Simple and CompoundSubjects, Sentence Types,Revising for strong,Functional sentences,Subject Complements,Predicate nouns and predicate adjectives,Revising choppy sentences			<p>Task: Write an essay evaluating whether the authors of “Metric Metric” used evidence that was appropriate and adequate to support their opinion about the metric system. State the author’s opinion explain whether it was properly supported, and give examples from the text to illustrate your ideas.</p> <p>Unit 5: Assessment Workshop: Drama Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 812-817.</p> <p>Conventions of Grammar Unit 5:</p> <ul style="list-style-type: none">Preposition and Appositives,Gerunds and Gerund Phrases,Combining Sentences with Participial Phrases,Combining sentences for variety	<p>Outline for an Essay. Task: Using information from both selections, create an outline for an essay discussing the California Sea Lion. Then, use your outline to write a brief essay.</p> <p>Unit 6: Assessment Workshop: Themes in Folk Literature Cumulative Review: Reading Literature/Reading Informational Text/ Writing and Language Conventions/Performance Tasks selected by teacher...p. 1002-1007.</p> <p>Conventions of Grammar Unit 6:</p> <ul style="list-style-type: none">Clauses: Independent and Subordinate, Simple,Compound, and Complex Sentences,Commas,Punctuating Citations and Titles of Reference Works
CCLS Implementation and Alignment (Skills and Content)	RL – 1, 4, 5, 6, 7, 10 RI – 1, 4, 5, 10 W – 1a-e, 2a-b, 2d-f, 4, 5, 7, 9a, 10 S.L – 1 Lang – 6	RL– 1, 2, 3, 4, 6, 10 RI – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W – 1a-b, 2a-f, 3a-e, 4, 5, 7, 8, 9a-b S.L – 1a-c Lang – 6	RL– 1, 2, 3, 4, 6, 10 RI – 1, 2, 3, 4, 5, 6, 7, 8, 9, 10 W – 1a-b, 2a-f, 3a-e, 4, 5, 7, 8, 9a-b S.L – 1a-c Lang – 6	RL – 1, 2, 3, 5, 6, 7, 10 RI – 1, 6, 9, 10 W – 1a-c, 2a-c, 4, 7, 8, 9a S.L – 1 Lang – 6	RL – 1, 2, 3, 5, 9, 10 RI – 1, 5, 6, 9, 10 W – 1a-b, 1e, 2a-c, 2e-f, 3a-b, 4, 5, 7, 8, 9a S.L – 1 Lang – 6
Notes:	Recommendation to weave non-fiction	“	“	“	“

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